

A FOLLOW-UP STUDY OF THE WEST MARSHALL
HIGH SCHOOL GRADUATES OF
1964 AND 1965

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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August 1969

1969
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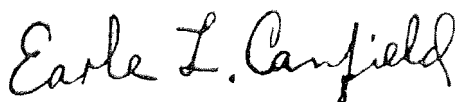

Dean of the School of Graduate Studies

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CHAPTER I

INTRODUCTION

With the extra pressure of the times on education it has become more and more important that educators know what the students need in order to be successful, well adjusted citizens. For this reason it is important that the schools evaluate the curriculum periodically to be sure the programs have met these needs to the best of their abilities.

Many sources of data are needed to effectively revise the curriculum or programs of the school. One of the sources which can be used is the follow-up study.

This follow-up study was carried out at the West Marshall School for two primary purposes: (1) to help the administration gain information needed to improve the curriculum and school programs, and; (2) to evaluate the program of guidance that has been in existence for the past seven years.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to evaluate the curriculum and guidance program in terms of employment and adjustment of students after graduation. This study was made to investigate the following areas:

1. Problems of employment encountered by graduates of West Marshall High School.
2. Areas of the high school curriculum which were most

helpful and those which were considered to be least helpful to the graduates.

3. The adequacy of the high school programs in providing needed information and training in vocational, personal, and educational pursuits.
4. The adequacy of the guidance and counseling services provided by the West Marshall High School.
5. The most difficult problems faced by the graduates since high school.

Importance of the study. The generally accepted purpose of education is to prepare students to be active, normal citizens. In order for a school to fulfill this purpose it must know what these people need and then establish a program which fits the needs. One method of finding these needs is the follow-up study of graduates.

Erickson stated that, "no substitute for follow-up studies can be found when such studies are organized by the individual school."¹ Hardly enough emphasis can be placed on the importance of continued research toward planning for the success of any and all school activities. Almost every school wants to know how its program served a particular group of pupils, and data collected from the follow-up study may indicate just that.² Humphreys and Traxler said that by drawing

¹Clifford E. Erickson, A Basic Text for Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 392.

²Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1958), pp. 325-328.

upon information from former students, counselors can improve their current relations with students.¹

Limitations of the study. It is important to use the results of this study only as a part of the appraisal of the school program. This study takes in only a very short period of time and a limited number of former students. The researcher was unable to obtain the addresses of all graduates chosen for the sample group, and did not receive answers from all inquiries sent. It should be remembered also that students who did not graduate were not contacted. This study will not attempt to provide a final analysis of the West Marshall curriculum or guidance program. It should not under any circumstances be used as a method of teacher evaluation. The results of this study may show some areas of strength and some areas of weakness in the West Marshall school program during the years the respondents were in attendance. They can be used as an aid to the teacher and administrator in future school planning. They may also be of help to the guidance counselor in organizing his program to be more effective.

II. THE WEST MARSHALL HIGH SCHOOL

The West Marshall Community School District is a reorganization encompassing all or part of seven townships that

¹J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), p. 214.

comprise the western one-third of Marshall County, Iowa. The district includes the former consolidated districts of State Center, Melbourne, Rhodes, Clemons, St. Anthony, La Moille, and Liberty Township. The reorganization became effective on July 1, 1962. During the 1968-69 school year, enrollments included 359 in Kindergarten through sixth grade, 302 in grades seven, eight, nine, and 300 in ten, eleven, and twelve.

The junior and senior high schools are located in State Center, Iowa, with elementary centers in the towns of Rhodes, Clemons, Melbourne, and State Center. Prior to the 1968-69 school year junior high schools were located in both Clemons and Melbourne. With the opening of a new high school building in State Center in the fall of 1968, the former high school building became the junior high school for the entire district. At this time the school organization was changed from a 6-2-4 program to 6-3-3. The graduates surveyed in this study attended the four-year high school.

Courses of study and requirements for graduation. In order to be eligible for graduation a student must have completed successfully thirty-two semester credits plus one-fourth credit per year for physical education. In order to qualify for the diploma a student is required to complete a minimum of three years of English, two and one-half years of Social Studies, one year of Mathematics, and two years of Science.

Curriculum changes. There have been very few changes in the curriculum of the West Marshall High School since the district was organized in 1962. An additional science course was added at the beginning of the 1968-69 school year, designed to offer the college bound student not majoring in a math or science related program an exposure to physics and chemistry. A general mathematics course was added as an elective the same year, and an elective course, Psychology of Living, was offered on an experimental basis. The curriculum¹ of the West Marshall High School at the time of this study consisted of seventy-six semester units.

III. PROCEDURES

Sources of data. A complete listing of the 1964 and 1965 graduates of West Marshall High School was obtained from the high school offices. Other classifying information was presented by the respondents themselves by answering the questionnaire.

The 191 graduates of the classes of 1964 and 1965 were chosen in order to survey people who had been out of high school long enough to pursue further formal education, had time to encounter a variety of employment experiences, and sample a group who had experienced marriage situations and military service. Of the 191 individuals involved in the investigation, addresses were obtained for 172 by contacting

¹See Appendix A for a copy of the curriculum.

relatives, friends, school employees, and residents of the West Marshall community.

Of the 172 questionnaires mailed, 107 were ultimately returned. These returned forms were grouped according to the year of graduation and the sex of the respondent. Data were then tabulated and analyzed.

The questionnaire. The questionnaire¹ was made up of questions obtained from literature reviewed and from studying the purpose of the survey. A pilot study was conducted of twenty recent West Marshall graduates to assist in the validation of the questions, and the questionnaire was then approved by the major adviser. These persons were asked by the investigator for a critical opinion on each question. As a result some questions were changed to facilitate answering. Some open-end questions were included to allow graduates the opportunity to express themselves more fully. The questionnaire was accompanied by a letter of explanation² and a stamped, addressed envelope for returning. Two weeks after the questionnaire was mailed, a follow-up reminder letter was sent to those who had not responded.

IV. REVIEW OF LITERATURE

The purpose of the review of literature was to find reasons for a follow-up study and obtain results and

¹See Appendix C for a copy of the questionnaire.

²See Appendix B for a copy of the cover letter.

conclusions found by others in the area of guidance and curriculum.

"If the guidance services of any school are going to be truly contributive to the institution and the students in it, they must be based upon scientific research and evaluation."¹

Froehlich stated in regard to research and evaluation that, "these services are not simply frosting on the guidance cake; they are basic ingredients."² He suggested two reasons for research--one to improve the guidance program itself, the other to conduct coordinative studies relating to curricular and co-curricular offering.³

Rothney projected these uses into even more tangible areas by stating that follow-up studies may reveal strengths and weaknesses of a guidance program. He further emphasized that these studies provide good public relations material and stimulate faculty members to recognize education as a longitudinal process which extends beyond the graduating ceremony.⁴

¹Humphreys and Traxler, op. cit., p. 233.

²Froehlich, op. cit., p. 323.

³Ibid., p. 324.

⁴John W. M. Rothney, "Follow-up Services in a Small Secondary School," The High School Journal, XL (May, 1957), 275.

Alter re-emphasized that, "one of the most neglected and probably the most important areas of school operation is the follow-up studies of graduates."¹

If indeed the effectiveness of a school is judged on how well its students take their places in society, it will be necessary to know what they are doing after they leave school.

Douglass pointed out that: a program of life adjustment attending to the needs of the individual will need to follow the student out into his adult life situations. Only as the school remains in touch with the post school experiences of its students will it effectively fulfill its basic purposes.²

According to McDaniel, the follow-up study data that are gathered provide the factual basis upon which to initiate and implement changes in the school program.³ McDaniel also stated, that since a guidance worker cannot know the effectiveness of his counseling until he has studied outcomes-- a systematic program of follow-up is necessary for self-evaluation and professional development.⁴

Several follow-up studies have been made in other Iowa

¹Harry M. Alter, "Ask the Graduates," A Method of Curriculum Improvement, California Journal of Secondary Education, XXXII (December, 1957), 473-478.

²Harl R. Douglass (ed.), Education for Life Adjustment (New York: The Ronald Press Company, 1952), p. 86.

³Henry B. McDaniel, Guidance in the Modern School (New York: The Dryden Press, 1956), p. 324.

⁴Ibid.

school districts. Some of this information as it relates to this survey is cited in the following paragraphs.

Sherer made these conclusions:

1. The school had little, if anything, to do with securing jobs for its graduates.
2. Although many of the students did not know what their vocational future would be when they left school, most of them were satisfied with the jobs they held and expected to stay in these occupations.
3. Unemployment was not a problem for these graduates.¹

The following conclusions were made by Lischer:

1. A majority of the respondents upon graduation from Creston High School left the Creston area to seek employment elsewhere.
2. Only a small number of graduates attended trade or technical schools.
3. Graduates not attending colleges or universities felt a growing need for a more adequate technical curriculum in Creston High School.²

In determining courses to be offered in the high school, Bennett found a definite dissatisfaction on the part of the graduates in the area of preparation for family life, which includes sex education and marriage relations.³

¹Mary E. Sherer, "A Follow-up Study of the Graduates of Urbandale High School, 1954-58" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1963), p. 51-52.

²Shirley N. Lischer, "A Follow-up Study of Creston, Iowa, High School Graduates for 1955, 1957, and 1959" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1962).

³Charles D. Bennett, "An Evaluation of Selected Areas of the Perry, Iowa, High School Program by a Follow-up Study of the Graduates of the Years 1943-52" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1953), p. 56.

McBeth concluded:

1. The high school did little in aiding their graduates to secure a job.
2. A large percentage graduated without any plans for the future.
3. Counseling and guidance services were insufficient.
4. Graduates had inadequate participation in community affairs.¹

Jensen concluded in his study of some Waverly, Iowa, High School graduates that some forms of weaknesses which exist within a curriculum may be discovered by use of a follow-up study of recent high school graduates.²

Olson found the student's major problem in adjusting to college was weakness in work and study habits. He also found lack of vocational guidance a problem among the graduates he studied.³

It may be concluded from these surveys that the follow-up study can be of great value in finding weaknesses and needs of the curriculum and/or guidance program of a high school.

¹Richard E. McBeth, "A Follow-up Study of the 1949 Graduates of a Large and Small School in Henry County, Iowa" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1957), p. 76.

²Dale La Vern Jensen, "A Follow-up Study of Waverly High School Graduates, Waverly, Iowa, 1950-57" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1958), pp. 63-64.

³Arthur B. Olson, "A Follow-up Study of the 1948, 1949, and 1950 Graduates of Algona High School, Algona, Iowa" (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1962), p. 34.

CHAPTER II

PRESENTATION OF DATA

This chapter presents the data acquired by questionnaire survey of the graduates of the West Marshall High School for the years 1964 and 1965. The opinions of these graduates were used to analyze their educational and vocational experiences to help determine how effectively the school had met their needs. The data is organized into the following sections: (1) post-high school activities of the graduates; (2) evaluation of guidance and counseling services; (3) reactions of graduates to high school offerings; (4) post-high school education of the graduates; and (5) changes suggested by the graduates. One hundred seven of the 172 questionnaires mailed were returned representing an overall return rate of 62.2 per cent. Data presented in this chapter are from these 107 returns. Some respondents gave more than one answer to several questions. All percentages used in the tables are rounded off to the nearest tenth.

I. POST-HIGH SCHOOL ACTIVITIES OF GRADUATES

Address and marital status. Tabulation of the 107 returned questionnaires revealed that thirty-nine persons still live in the West Marshall district, forty-four others reside in the State of Iowa, nineteen (including some in military service)

gave out of state addresses, and five respondents, all in military service, listed overseas addresses.

In reference to the question on marital status, fifteen of the men indicated they were married, twenty-nine were single, none indicated being separated or divorced. Forty-one of the women respondents said they were married, nineteen were single, with four reporting they have been divorced. No separations were reported by the women and none of the men or women have been widowed.

Employment of graduates. The data compiled in Table I concerning the employment status of the 1964 and 1965 graduates reveals that fifty-seven are employed full-time, eight hold part-time jobs, and only two of the respondents are unemployed and looking for work. Fourteen of the graduates, all men, reported they were in the military services, twenty women indicated they were housewives, and twenty-one of the answering graduates said they were in school full-time. Three of the women employed full-time are self-employed, one operating a dance studio, and two own and operate a beauty salon.

Office or clerical work and factory production work were the most frequently mentioned types of full-time employment in which the graduates were engaged. Although a rural area in which the majority of graduates were from farm backgrounds, only two of the respondents reported being in farming. After the thirteen graduates reporting they were in office or

clerical work and the eight men and three women in factory production work, the next most frequent were responses from five Registered Nurses, and five women in teaching.

TABLE I

EMPLOYMENT STATUS AS REPORTED BY 107
1964 AND 1965 WEST MARSHALL
HIGH SCHOOL GRADUATES

Employment Status	Male	Female	Total*	Per Cent
Full Time	20	37	57	53.7
Part Time	4	4	8	7.5
Unemployed--seeking work	0	2	2	1.9
Armed Services	14	0	14	13.1
Housewife	0	20	20	18.7
In School Full Time	9	12	21	19.6

*The total does not equal the number of respondents because some graduates checked more than one item.

The data compiled in Table II indicates the opinion of the 107 reporting graduates in regard to the greatest source of help in obtaining their first full-time job after high school graduation. An overwhelming sixty-eight, or 63.6 per cent, felt they had found work through their own efforts, ten gave the credit to their parents, five indicated other relatives. Ten graduates said friends helped them most while seven reported the first job was obtained through an employment agency.

TABLE II

RESPONSES BY 107 WEST MARSHALL GRADUATES OF 1964
AND 1965 IN ANSWER TO THE QUESTION, "WHO
HELPED YOU MOST IN GETTING YOUR
FIRST FULL TIME JOB?"

Sources of Help	Male	Female	Total	Per Cent
Parents	3	7	10	9.3
Other Relatives	3	2	5	4.7
Friend (s)	2	8	10	9.3
School counselor, teacher, or principal	1	3	4	3.7
My Own Effort	25	43	68	63.6
Newspaper Advertisement	1	2	3	2.8
Public Employment Service	3	2	5	4.7
Private Employment Agency	2	0	2	1.9

Only four of the graduates indicated that some school staff member was their greatest source of help in getting their first full-time job.

The extent of similarity between the graduates' present job and the type of work they had hoped to follow when they graduated is shown by the data compiled in Table III. Of the ninety-five graduates that responded to this item in the questionnaire, twenty-nine indicated they did not have any definite ideas about work while in school. Thirty-five respondents said their present job was exactly the kind they hoped to get,

five reported it was closely related, while twelve indicated it was somewhat related. Fourteen of the graduates felt their present job was not related at all to that which they hoped to follow.

TABLE III

RESPONSES BY 95 WEST MARSHALL HIGH SCHOOL GRADUATES OF 1964 AND 1965 TO THE QUESTION, "TO WHAT EXTENT IS YOUR PRESENT JOB LIKE THE TYPE YOU HOPED YOU WOULD FOLLOW WHEN YOU GRADUATED?"

Relationship	Male	Female	Total	Per Cent
Didn't have any definite ideas about work while in school	19	10	29	30.5
Not related at all	8	6	14	14.7
Is somewhat related	4	8	12	12.6
Closely related, but not what I expected	1	4	5	5.3
Exactly the kind of job I hoped I would get	5	30	35	36.8

Even though a majority of the responding graduates either didn't have definite ideas about work while in school or indicated their present job was not exactly the type hoped for, Table IV reveals information which indicates most of those answering were satisfied with their present job. Forty-four, or 45.8 per cent of the ninety-six respondents indicated they were completely satisfied while thirty-six said they were moderately satisfied. Only ten of those answering indicated they

TABLE IV

RESPONSES BY 96 WEST MARSHALL HIGH SCHOOL GRADUATES OF
1964 AND 1965 TO THE QUESTION, "HOW WELL SATISFIED
ARE YOU WITH YOUR PRESENT JOB?"

Satisfaction	Male	Female	Total	Per Cent
Completely satisfied	11	33	44	45.8
Moderately satisfied	16	20	36	37.5
Indifferent	8	2	10	10.4
Dissatisfied	5	1	6	6.7

were dissatisfied with their present job, and ten said they were indifferent. The respondents to this question included some housewives and members of the armed services.

Problems encountered after graduation. The data presented in Table V represents the opinions of the ninety-eight respondents who answered the question concerning their most difficult problem encountered since graduation. The most frequently stated problem was in the area of money matters, with twenty-four checking that item. Military service was said to be the most difficult problem of nineteen, including three women who apparently were considering the problem from the standpoint of husbands' or fiances' involvement. Fifteen graduates considered further education as their most difficult problem, while twelve stated their greatest problem

has been adjusting to marriage. The task of getting or holding a job has not been a problem for many, only nine indicating a problem in getting a job, and none having indicated difficulty in holding a job. Twelve of the graduates indicated they have had no difficult problem since graduation.

TABLE V

RESPONSES BY 98 WEST MARSHALL HIGH SCHOOL GRADUATES OF
1964 AND 1965 TO THE QUESTION, "WHAT HAS BEEN
THE MOST DIFFICULT PROBLEM YOU HAVE HAD
TO MEET SINCE GRADUATION
FROM HIGH SCHOOL

Problem	Male	Female	Total*	Per Cent
Getting a job	3	6	9	9.2
Holding a job	0	0	0	0.0
Making friends	1	1	2	2.0
Military service	16	3	19	19.4
Boy-girl relationships	2	2	4	4.1
Adjusting to marriage	1	11	12	12.1
Further education	5	10	15	15.3
Moral and spiritual matters	1	5	6	6.1
Money matters	11	13	24	24.5
Other	2	3	5	5.1
None	5	7	12	12.2

*Some respondents indicated more than one problem, thus the total exceeds the number answering the question.

II. EVALUATION OF GUIDANCE AND COUNSELING SERVICES

The data compiled in Table VI reveals the opinions of the graduates in regard to the effectiveness of the counseling received in high school. Thirty-two of the 107 respondents, or 29.9 per cent, said the counseling was not helpful at all, while twenty-eight, or 26.2 per cent, indicated "very little help." Twenty-four graduates, or 22.4 per cent, indicated "somewhat helpful," while only three felt the counseling was "extremely helpful." Twenty of those responding, representing 18.7 per cent, indicated they didn't have any counseling in school.

TABLE VI

RESPONSES BY 107 WEST MARSHALL HIGH SCHOOL GRADUATES OF 1964 AND 1965 TO THE QUESTION, "TO WHAT EXTENT HAS THE COUNSELING YOU RECEIVED IN HIGH SCHOOL BEEN HELPFUL TO YOU?"

Extent of Helpfulness	Male	Female	Total	Per Cent
Extremely helpful	1	2	3	2.8
Somewhat helpful	7	17	24	22.4
Very little help	14	14	28	26.2
Not helpful at all	14	18	32	29.9
Didn't have any in school	5	15	20	18.7

The graduates were asked the question, "Do you think you would be in a different occupation or educational program if

you had received more effective guidance and counseling in high school?" Of the 105 who answered this item on the questionnaire, ten men and thirteen women, a total of twenty-three, answered "yes" while thirty men and forty-seven women, or a total of seventy-seven, gave a "no" answer. Five graduates responded with a question mark or "maybe" answer.

The 1964 and 1965 graduates surveyed were asked to indicate the amount of assistance received from guidance counselors and teachers in several areas while in high school. This data has been compiled and is presented in Tables VII through XIII.

TABLE VII

AMOUNT OF ASSISTANCE RECEIVED FROM GUIDANCE COUNSELORS
AND TEACHERS IN SELECTING COURSES AS REPORTED BY
107 WEST MARSHALL HIGH SCHOOL GRADUATES
IN THE CLASSES OF 1964 AND 1965

Extent of Help	Male	Female	Total	Per Cent
Little or None	18	25	43	40.2
Some	24	31	55	51.4
Considerable	1	8	9	8.4

The respondents who felt the guidance counselor or teachers had been of some help in selection of courses numbered fifty-five, or 51.4 per cent. Forty-three, or 40.2 per cent, said they received little or no help while only nine of the graduates thought they had received considerable

help in selecting courses.

Table VIII contains the data regarding the graduates' opinions of the help received in the interpretation of tests by the counselors or teachers. Fifty-four, or 50.5 per cent of the 107 who answered said they had received "some" help in this area. A total of forty-three, or 40.2 per cent, felt they had been given little or no help, while ten graduates, or 10.3 per cent, reported receiving considerable assistance.

TABLE VIII

AMOUNT OF ASSISTANCE RECEIVED FROM GUIDANCE COUNSELORS
AND TEACHERS IN INTERPRETATION OF TESTS AS REPORTED
BY 107 WEST MARSHALL HIGH SCHOOL GRADUATES
IN THE CLASSES OF 1964 AND 1965

Extent of Help	Male	Female	Total	Per Cent
Little or None	20	23	43	40.2
Some	21	33	54	50.5
Considerable	2	8	10	10.3

The results of the data concerning the amount of assistance graduates felt they received from counselors and teachers in the area of occupational and job information are shown in Table IX. Sixty-nine, or 64.4 per cent, indicated they received little or no help, while a total of thirty-five, or 32.7 per cent, felt they had received "some" help. Only two graduates were of the opinion they had received considerable help in the area of occupational and job information.

TABLE IX

AMOUNT OF ASSISTANCE RECEIVED FROM GUIDANCE COUNSELORS AND
TEACHERS IN AREA OF OCCUPATIONAL AND JOB INFORMATION
AS REPORTED BY 107 WEST MARSHALL GRADUATES
IN THE CLASSES OF 1964 AND 1965

Extent of Help	Male	Female	Total	Per Cent
Little or None	35	34	69	64.4
Some	7	29	36	32.7
Considerable	1	1	2	1.9

The data compiled in Table X reveals the opinions of the graduates regarding assistance received from counselors and teachers in the area of personal problems. An overwhelming ninety-one of 107 reporting, or 85.1 per cent, indicated they received little or no help with their personal problems. Thirteen, or 12.1 per cent felt they had received some help, while only three, or 2.8 per cent, were of the opinion they had received considerable help.

TABLE X

AMOUNT OF ASSISTANCE RECEIVED FROM GUIDANCE COUNSELORS AND
TEACHERS IN HANDLING PERSONAL PROBLEMS AS REPORTED
BY 107 WEST MARSHALL HIGH SCHOOL GRADUATES
IN THE CLASSES OF 1964 AND 1965

Extent of Help	Male	Female	Total	Per Cent
Little or None	37	54	91	85.1
Some	4	9	13	12.1
Considerable	2	1	3	2.8

In the area of assistance with college information, Table XI reveals that the respondents felt they were better informed. Fifty-three of the 107 answering graduates indicated they had received some help for a 49.7 per cent return. Forty-three, or 40.2 per cent, stated they received little or no assistance, while eleven graduates, or 10.3 per cent, felt they had received considerable help.

TABLE XI

AMOUNT OF ASSISTANCE RECEIVED FROM GUIDANCE COUNSELORS AND
TEACHERS REGARDING COLLEGE INFORMATION AS REPORTED
BY 107 WEST MARSHALL HIGH SCHOOL GRADUATES
IN THE CLASSES OF 1964 AND 1965

Extent of Help	Male	Female	Total	Per Cent
Little or None	19	24	43	40.2
Some	20	33	53	49.5
Considerable	4	7	11	10.3

Table XII presents the data compiled from answers to the question regarding the extent of assistance received in helping the students know themselves better. A total of seventy-five, or 70.1 per cent of the 107 who responded indicated they received little or no help. Twenty-nine of the graduates, or 27.1 per cent, stated they had received some help, while only three thought they had been helped considerably.

Table XIII indicates a large majority of the respondents did not feel they received much help in the area of scholarship

TABLE XII

AMOUNT OF ASSISTANCE RECEIVED FROM GUIDANCE COUNSELORS AND
TEACHERS IN HELPING STUDENTS KNOW THEMSELVES BETTER AS
REPORTED BY 107 WEST MARSHALL HIGH SCHOOL GRADUATES
IN THE CLASSES OF 1964 AND 1965

Extent of Help	Male	Female	Total	Per Cent
Little or None	32	43	75	70.1
Some	9	20	29	27.1
Considerable	2	1	3	2.8

information. Of the 107 graduates responding to this item, eighty-two, or 76.6 per cent, indicated they received little or no help. Nineteen, or 17.8 per cent, felt they had received some help, while only six, or 5.6 per cent, believed they had received considerable assistance.

TABLE XIII

AMOUNT OF ASSISTANCE RECEIVED FROM GUIDANCE COUNSELORS AND
TEACHERS CONCERNING SCHOLARSHIP INFORMATION AS
REPORTED BY 107 WEST MARSHALL HIGH SCHOOL
GRADUATES IN THE CLASSES OF 1964 AND 1965

Extent of Help	Male	Female	Total	Per Cent
Little or None	35	47	82	76.6
Some	6	13	19	17.8
Considerable	2	4	6	5.6

III. REACTIONS OF GRADUATES TO HIGH SCHOOL OFFERINGS

Subject areas in which the responding graduates judged their preparation most effective are shown in Table XIV with numbers and percentages of those reporting.

TABLE XIV

RESPONSES BY 93 WEST MARSHALL HIGH SCHOOL GRADUATES OF 1964 AND 1965 TO THE QUESTION, "IN WHAT AREA OR AREAS WAS YOUR PREPARATION MOST EFFECTIVE?"

Course Area	Male	Female	Total*	Per Cent
English	17	26	43	46.2
Mathematics	14	17	31	33.3
Science	5	14	19	20.4
Social Studies	2	16	18	19.4
Business Courses	10	17	27	29.0
Industrial Arts	7	0	7	7.5
Home Economics	0	4	4	4.3
Art	0	3	3	3.2
Music	0	2	2	2.2
Speech	3	2	5	5.4
French	1	3	4	4.3
Drama	1	0	1	1.1
Vocational Agriculture	1	0	1	1.1

*The total exceeds the number of respondents due to multiple marking by some.

English, mathematics, science, business courses, and social studies were indicated to be the areas of most effective preparation. English was listed as most effective by forty-three, or 46.2 per cent of the ninety-three graduates who responded to the question. Mathematics came next with thirty-one, or 33.3 per cent response, while business courses ranked third with twenty-seven, or 29.0 per cent, marking this item. Science and social studies ranked next, with nineteen and eighteen checks, respectively. All other courses received very few check marks, in each case bringing less than a ten per cent response.

Another item in the questionnaire asked the graduates to list the two high school courses which they felt had been most helpful to them. The following courses were listed with the number designating each course shown:

English (55)	Bookkeeping (15)
Mathematics (28)	Typing (12)
Government (20)	Speech (6)
Home Economics (19)	Vocational Agriculture (6)
Science (16)	Other business (5)

The combined results of the data in Table XIV and the preceding listing of courses indicates the respondents felt their most effective courses were English, mathematics, and courses in the business area.

Subject areas in which graduates indicated their preparation least effective are shown in Table XV.

TABLE XV

RESPONSES BY 88 WEST MARSHALL HIGH SCHOOL GRADUATES OF 1964
AND 1965 TO THE QUESTION, "IN WHAT AREA OR AREAS
WAS YOUR PREPARATION LEAST EFFECTIVE?"

Course Area	Male	Female	Total*	Per Cent
English	11	7	18	20.5
Mathematics	9	16	25	28.4
Science	10	27	37	42.0
Social Studies	13	11	24	27.3
Business Courses	4	3	7	7.9
Industrial Arts	6	0	6	6.9
Art	0	1	1	1.1

*The total exceeds the number of respondents due to multiple marking by some.

A total of thirty-seven, or 42.0 per cent of the answering graduates indicated science was least effective. Mathematics was the next highest choice with twenty-five, or 28.4 per cent, while social studies was close behind with twenty-four, or 27.3 per cent marking this item. The other three items checked, business courses, industrial arts, and art, each had less than a ten per cent response. A corresponding item in the questionnaire asked the graduates to list the two high school courses which they felt had been the least helpful to them. The

following courses were indicated by respondents with the frequency of replies shown in parentheses:

Science (36)	Home Economics (8)
History (23)	Government (7)
Mathematics (17)	Industrial Arts (5)
English (13)	Typing (5)
French (11)	

The conclusions reached by the data presented in Table XV are substantially verified in the above listing of courses and numbers of respondents. Science, history, and mathematics were designated by the most respondents as the least helpful courses, whereas Table XV indicated science, mathematics, and social studies as the three least effective.

The data compiled in Table XVI summarizes the opinions the responding graduates expressed in their evaluation of their high school courses and activities as they provided useful information and knowledge in a number of areas. The areas considered by the respondents to have been most lacking in useful information were those concerned with marriage and family, handling money and finances, how to keep up in a scientific world, intelligent use of leisure time, and appreciation of music, art, literature, and nature.

Areas considered to have been more useful were those concerned with civic and world affairs, getting along with others, self-expression through speech and writing, and preparing for college.

TABLE XVI

EXTENT TO WHICH HIGH SCHOOL COURSES AND ACTIVITIES GAVE
USEFUL INFORMATION AND KNOWLEDGE AS REPORTED BY
107 WEST MARSHALL HIGH SCHOOL GRADUATES
OF 1964 AND 1965

Kind of Information	<u>Little</u>	<u>or None</u>	<u>Some</u>	<u>Considerable</u>		
	Male	Female	Male	Female	Male	Female
Development of vocational skills	15	14	25	34	3	16
In developing and maintaining your health	14	17	25	35	6	11
Civic and world affairs	10	3	26	35	9	24
Marriage and family	39	29	4	22	2	11
Handling money and finances	26	27	17	30	2	4
How to keep up in a scientific world	13	31	30	23	1	9
Appreciation of music art, literature, and nature	24	18	13	27	8	18
Intelligent use of leisure time	23	19	19	30	3	12
Getting along with others	2	4	20	20	23	15
Self-expression through speech and writing	13	18	24	26	7	19
Preparing for college	17	13	20	29	7	20

IV. POST-HIGH SCHOOL EDUCATION OF GRADUATES

The data compiled in Table XVII reveals the opinions of the eighty-three graduates who responded to the question, "Who influenced you most to continue with your education beyond high school?" Forty-four, or 53.0 per cent, indicated it was their own decision while a total of thirty-nine, or 46.9 per cent, felt it was their family who influenced them most. None of the other choices received many checks, the next highest being teachers, with five respondents giving credit in that direction.

TABLE XVII

RESPONSES BY 83 WEST MARSHALL HIGH SCHOOL GRADUATES OF
1964 AND 1965 TO THE QUESTION, "WHO INFLUENCED
YOU MOST TO CONTINUE WITH YOUR EDUCATION
BEYOND HIGH SCHOOL?"

Source	Male	Female	Total*	Per Cent
Family	15	24	39	46.9
Friend (s)	0	1	1	1.2
Teacher (s)	1	4	5	6.0
School principal	0	0	0	0.0
School counselor	0	1	1	1.2
My own decision	19	25	44	53.0
Minister or Priest	1	0	1	1.2
Other	1	2	3	3.6

*The total exceeds the number of respondents because some checked more than one source of help.

Table XVIII presents a compilation of the responses to the question, "How effective was your high school in helping to prepare you for further educational training?" Fifty-three, or 60.2 per cent of the eighty-six graduates who responded to this question stated the high school had been effective in some areas. Nineteen, or 22.6 per cent, indicated the school had been very effective, while fourteen, or 15.9 per cent, said the school was not effective.

TABLE XVIII

RESPONSES BY 86 WEST MARSHALL HIGH SCHOOL GRADUATES OF 1964 AND 1965 TO THE QUESTION, "HOW EFFECTIVE WAS YOUR HIGH SCHOOL IN HELPING TO PREPARE YOU FOR FURTHER EDUCATIONAL TRAINING?"

Degree of Effectiveness	Male	Female	Total	Per Cent
Very Effective	6	13	19	22.6
Effective in Some Areas	23	30	53	60.2
Not Effective	8	6	14	15.9

The data compiled and presented in Table XIX reveals the extent of the post-high school education and training for the 107 graduates of the West Marshall classes of 1964 and 1965. Twenty-eight of the responding graduates, or 26.2 per cent, have earned college degrees to date, some of these are now working for advanced degrees. Thirty, or 28.4 per cent of those responding have had some college work, including several currently working toward a degree. Eighteen, or 16.8 per cent

of the graduates have attended business, trade, or technical schools. Twelve of the graduates, all men, have received specialized training in military service schools. Twenty-eight, or 26.2 per cent of the responding graduates indicated no further education or training of any kind.

TABLE XIX

EDUCATION OR TRAINING BEYOND HIGH SCHOOL AS
REPORTED BY 107 WEST MARSHALL HIGH SCHOOL
GRADUATES OF 1964 AND 1965

Type of Education	Male	Female	Total*	Per Cent
Earned College Degree	12	16	28	26.2
Some College Work	13	17	30	28.4
Business, trade, or technical school	2	16	18	16.8
Military Service Schools	12	0	12	11.2
No Further Training	12	16	28	26.2

*The total exceeds the number of respondents because some have indicated more than one category of training.

V. CHANGES SUGGESTED BY THE GRADUATES

One of the questionnaire items asked the graduates what courses they thought West Marshall High School should add to its curriculum. The list at the top of the following page contains the suggested additions with the number mentioning each.

Suggested additions to the West Marshall curriculum:

More foreign language (17) More business courses (7)

Marriage and family (16) More art courses (4)

Psychology (13) Journalism (2)

Sex education (11) Electronics (2)

Vocational training (7) Reading improvement (2)

As mentioned in a previous section of this report, an experimental course entitled, "Psychology of Living," was added to the curriculum at the beginning of the 1968-69 school year. It was available to about fifty seniors as an elective, and has proven so successful it will be offered on an expanded basis during the 1969-70 school year so that all seniors will have an opportunity to take the course.

Most of the respondents who mentioned foreign language felt something other than French should be offered, or if French is to be continued as a part of the curriculum, some other foreign language should also be made available. Spanish and German were those most frequently mentioned.

Another open-end question in the survey asked the graduates, "If you had the opportunity to start high school again, what would you do that you didn't do before?" Following are the items suggested by the respondents with the number of responses for the same or similar items:

1. Try harder or study harder (36)
2. Take more mathematics and science (13)

3. Become involved in more extra-curricular activities (13)
4. Take more history and social studies courses (4)
5. Take more courses than just the required (2)
6. Take more foreign language (3)
7. Take less mathematics and science (2)
8. Take more industrial arts (1)
9. Take vocational agriculture (1)
10. Take bookkeeping (1)

The graduates were also asked what changes in courses or activities in the West Marshall program they felt would help the school better prepare other students. Probably the best way to conclude this section is to quote some of the more worthwhile comments made.

The following group of statements deal with course content or suggested curriculum change:

Perhaps you could have special English courses for the students who are not college bound. You might have some accelerated courses (English, math, science) for the better students. It could be run as an honors program--voluntarily.

The biggest change needed would be to better prepare juniors and seniors for college educational programs and the college way of teaching.

Keep the courses up to date with the times and help ease the transition to college courses.

Should introduce some vocational-technical programs.

Require more social studies.

Have a definite college prep program with specialization in areas for those interested. More independent study and research.

I think the kids need a discussion course, where they can talk about everything from sex on up.

Too much emphasis is put on English. In college I read the very same stories I did in high school. English literature didn't help me in anything, school or personally. I would have liked to take some courses which would have helped me understand myself and others.

Should make speech mandatory, because it is in college, also a foreign language. Make marriage and family mandatory also because everybody will become involved in some way with this when they finish their education.

I think that the development of vocational skills should be stressed more. Not everyone wants to go to college. Give the students a chance to develop a trade in which they are interested.

The English program should take a more creative direction--more creative writing, speech, debate and research. A high school student does not know how to think for himself too often. He is afraid of his own creativity--or worse yet--embarrassed by it.

Chemistry and physics should be improved and taught on a level which high school students can comprehend.

I felt that West Marshall had a good program set up for youngsters who were planning on going on to college, but there was hardly anything for those who didn't plan on furthering their education.

I think the school needs a better government class. It needs to teach why things are done, not just what is done.

I feel the school should have more courses that would fit in everyday use as not all students are going on to college or even a business school.

More levels of studies--one level for those who plan on college and one for trade school type.

Our school needs more subjects to help the student understand people, to cope with family, friends, and community. Also a sex education program might give the student some answers to a lot of his problems that distract him from other curricular activities.

By my own experience, I think they should have a course which deals in marriage. After graduation this is what 2/3 of the students will be planning on doing and they really don't know what to expect.

The physical education program should be improved to become instruction rather than purely recreation. The cultural aspects of society should also be emphasized more frequently.

There is a big need for vocational courses.

I believe that you should teach the kids more about the everyday problems of life, and how to cope with them. I also believe you point every child toward college, or some other form of higher education.

Several suggestions were offered in the area of guidance and counseling services including the following:

I think they could use more career guidance than we ever had.

Develop some problems to help students understand more what they want to do. Give more information on colleges, occupations, and courses needed for preparing for college. Try to include more students in all activities.

Bring in recruiters to encourage certain vocations for those interested. De-emphasize vocational-trade school study--encourage general education at the high school level.

A guidance program is very important, I hope the one the school is using now has developed considerably over the last five years, as I was extremely disappointed with mine.

I found the guidance counselor hard to talk to when I was in school. If I could have discussed what courses to take with him, I think I would have been better off.

During the junior year, have representatives from different vocations, professions, etc., speak to the students about requirements, education, problems, how they feel about their work.

I feel the primary asset of high school is the counseling service. Most students in high school are undecided about their interests, future vocation, and perplexed by family and personal problems. If there is an individual to whom these kinds could go and freely discuss their feelings about anything; it would be a great comfort and learning experience for them.

I feel schools should help push a guidance program. Counselors at West Marshall--nothing was confidential in the counselors room--teachers and some students knew exactly the who and why about visits to the guidance department.

Several respondents expressed opinions regarding teacher-pupil relationships and other facets involving motivation and development of attitudes and work habits. Several of the graduates wrote an entire page or more in discussing their feelings in these matters. Some of the ideas are listed here.

If it would be possible to teach students how to study, they would have less difficulty adjusting to college.

Top quality teachers are the biggest changes needed.

What would really help the most, in my opinion, would be a better teacher-student relationship. I realize this is a large task, especially when there are both students and some teachers who refuse to cooperate, but I think a larger effort by both is necessary. A teacher and his attitude toward you have a lot to do with the way the student applies himself to each course.

More concentration on the cultural or educational aspects of school than on athletics or a new building and new furnishings. Higher salaries to attract better teachers would be the solution.

Create a good student-teacher relationship. Teachers should not interfere with the personal lives of the students.

When I was there, the student was last in the crowd. I feel each student is unique in his own way and it should be used to its fullest.

I think there should be more individualization of instruction, more unstructured time. I think the student should be allowed to work on projects which interest him and which he feels will do him the most good, instead of doing what the teacher says, just so everybody will be doing the same thing and make course planning easier.

Substitute a voluntary usage of library and study halls for the required attendance study halls.

Secure well trained teachers, capable of teaching, not just those available for a low salary. If the kids don't learn, everyone is wasting their time. Make P. E. enjoyable with a wide knowledge of sports.

Have teachers who would help a student out rather than run them down. More counseling from someone whom the student can trust, and not that would try to avoid the student's problems. People are what they are, and I don't believe many of the teachers see this at all.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to follow-up the graduates of the West Marshall High School, State Center, Iowa, for the years 1964 and 1965. Information was obtained regarding the post-high school activities of these individuals for use in improving the effectiveness of the school's total educational program, with specific reference to guidance and counseling. Questionnaires were sent to 172 graduates of the years 1964 and 1965. Of these, 107, or 62.2 per cent, were returned. These responses provided the data for this report.

I. SUMMARY

The data acquired by means of the questionnaire survey were organized and presented in Chapter II. The following are the findings of this study presented in summary form.

1. Employment of graduates was reported as follows: fifty-seven of the 107 respondents, or 53.7 per cent were employed full-time; twenty-one, or 19.6 per cent, were in school full-time; twenty, or 18.7 per cent, were housewives; and fourteen, or 13.1 per cent, were serving in the armed forces. The graduates reported being employed in a wide variety of jobs, with clerical or office work, and factory production work involving nearly half of the full-time employed

respondents. Only two of those reporting are engaged in farming. The vast majority of the graduates, a total of sixty-eight, or 63.6 per cent indicated they found their first full-time job by their own efforts. Parents and friends accounted for ten each with only four indicating the school had helped most.

2. Forty of the fifty-seven employed graduates reported being in work either closely related to, or exactly the kind of job they were interested in while in high school. Twenty-nine of the respondents stated they had no definite ideas about work while in school.

3. Forty-four, or 45.8 per cent of the reporting graduates indicated they were completely satisfied with their present job, while another thirty-six, or 37.5 per cent, said they were moderately satisfied. Only six reported being dissatisfied.

4. The major problems encountered by ninety-eight graduates, with the number reporting each problem, were: money matters (24); military service (19); further education (15); and adjusting to marriage, (12). Nine reported their most difficult problem was getting a job, while twelve said they had experienced no real problem since graduation.

5. Thirty-two of the graduates indicated the counseling received in high school was not helpful at all, another twenty-eight reported it offered very little help. Twenty-four said it was somewhat helpful, while only three listed the counseling

as extremely helpful. Twenty of the respondents indicated they didn't have any counseling while in high school.

6. When questioned about the amount of assistance received from teachers and counselors in various areas while in high school, the majority of graduates listed "little or none" in the areas of occupational and job information, handling of personal problems, scholarship information, and in helping them know themselves better. "Some" help was most frequently marked for assistance in selecting courses, interpretation of tests, and providing college information. In the opinion of the respondents, the lack of help in dealing with personal problems was by far the weakest element in the guidance program with ninety-one, or 85.1 per cent, reporting "little or no help" in this area.

7. The high school subjects reported as having been most effective were: English, mathematics, and business courses; those said to be least effective were: science, mathematics, and social studies.

8. A majority of the reporting graduates said their high school courses and activities had been most helpful in the areas of: civic and world affairs, getting along with others, and self-expression through speech and writing. Marriage and family, and handling money and finances, were the areas in which a majority indicated they had received little or no useful information.

9. Eighty-eight of the 107 graduates, or 82.2 per cent, reported some type of further education. This group included twenty-eight who have earned college degrees, thirty who have completed some college, or are still working for a degree, eighteen with training in business, trade, or technical schools, and twelve who have attended military service schools. Only twenty-eight of the 107 reported no further education of any kind. The majority of the graduates, forty-four, or 53.0 per cent, made their own decision to continue their education, while thirty-nine indicated their family was most influential in their continuing.

10. Fifty-three, or 60.2 per cent of the eighty-six answering graduates reported their high school effective in "some" areas in helping to prepare them for further education. Nineteen felt the school was very effective, while fourteen said it was not effective at all.

11. Many of the graduates responded to the invitation to list suggested changes in courses or activities which they felt would improve the West Marshall school program. The following were the most frequently mentioned ideas:

A. A more effective guidance and counseling program with greatest need in the areas of personal counseling and vocational information.

B. The school should strive to hire more quality teachers--teachers who are genuinely interested in the students and their individual progress.

- C. A broader curriculum and programs that would more effectively meet the needs of all the students-- college-bound, vocational, and terminal.
- D. More emphasis on curriculum and subject-matter that is up-to-date and designed to meet the needs of today's student.

II. CONCLUSIONS AND RECOMMENDATIONS

The compiled results of the opinion survey support the following conclusions and recommendations with regard to certain phases of the West Marshall High School program:

1. The graduates of the years 1964 and 1965 received very inadequate help in the areas of vocational and job information, and in dealing with their personal problems. It is recommended that special attention be given to the adequacy of these aspects of the present guidance program.
2. The weakest indicated areas of the school's program were in providing useful information and knowledge about marriage and family, handling money and finances, and in the various areas of science. There is a need for further study in the area of curriculum revision in the West Marshall High School with special attention given to the offerings in the above mentioned areas.
3. The vocational curriculum should be studied to determine its adequacy in meeting the needs of the non-college bound students.

4. It is recommended that a similar follow-up be made of recent graduates of West Marshall High School to gain an up-to-date report on certain aspects of the school program. A sampling of graduates in such a study should probably become an on-going activity for the continuing study of the effectiveness of the entire West Marshall program

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APPENDIXES

APPENDIX A

CURRICULUM FOR WEST MARSHALL HIGH SCHOOL

Grade Level	Required Courses	Electives Offered
Freshman	English Algebra I or General Math Earth Science or General Science	Home Economics Industrial Arts Vocational Agriculture Personal Typing World History Driver Education French Art
Sophomore	English II Biology World History	Home Economics Industrial Arts Vocational Typing Vocational Agriculture Geometry General Mathematics French Driver Education
Junior	American Literature American History	Speech French Art Algebra II General Mathematics Physics Chemistry Science Essentials Economics Sociology Industrial Arts Vocational Agriculture Home Economics Bookkeeping Business Law Shorthand
Senior	American Government In addition to the electives listed for seniors, all those available to juniors may be taken in the senior year.	English Literature Psychology of Living Trigonometry Analytical Geometry Industrial Arts Vocational Agriculture Secretarial Practice

APPENDIX B

WEST MARSHALL HIGH SCHOOL

State Center, Iowa

May 10, 1969

Dear West Marshall Graduate:

Will you take a few minutes of your time to answer as many of the items on the enclosed questionnaire as possible and return it promptly in the enclosed self-addressed envelope?

Each member of the 1964 and 1965 graduating classes whose address is available is being contacted and asked to assist in this important study. Your answers to the questions and the prompt return of this report are urgently needed. This information will aid us in determining the adequacy of our school programs and activities, and the changes needed in order to become more effective.

In answering the questions please feel free to write any comments or criticisms that come to mind. Your name WILL NOT be used under any circumstances in reporting on the results of this study. Thank you for your cooperation in this project.

Sincerely yours,

Harold Brightman
Guidance Counselor

Enclosures (2)

APPENDIX C

Follow-up of West Marshall High School Graduates

CONFIDENTIAL REPORT

1. Name _____ 2. Year Graduated _____
(If married, please use maiden name)
3. Address _____
4. Marital Status: ☐ Married ☐ Widowed ☐ Separated
 ☐ Single ☐ Divorced
5. Employment Status: (Please check those that apply)
 ☐ Employed full time ☐ Housewife
 ☐ Employed part time ☐ In school full time
 ☐ Unemployed--seeking work ☐ Other _____
 ☐ Armed Services
6. Which (who) of the following helped you most in getting your first full time job after leaving high school?
 ☐ Parents ☐ My own effort
 ☐ Other relatives ☐ Newspaper advertisement
 ☐ Friends ☐ Public Employment Service
 ☐ School (teacher, principal, counselor) ☐ Private Employment Agency
7. To what extent is your present job like the type you hoped you would follow when you graduated?
 ☐ Didn't have any definite ideas about work while in school
 ☐ Not related at all
 ☐ Is somewhat related
 ☐ Closely related, but not what I expected
 ☐ Exactly the kind of job I hoped I would get
8. How well satisfied are you with your present job?
 ☐ Completely satisfied ☐ Indifferent
 ☐ Moderately satisfied ☐ Dissatisfied
9. Please list the various full-time jobs you have held since your graduation from high school, listing your present or most recent job first. Please include military service.

<u>Firm Name</u>	<u>Location</u>	<u>Length of time in job</u>	<u>Actual work done</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

17. List the TWO high school courses which you feel have been the least helpful to you.
 (1) _____ (2) _____
- *18. What new courses do you think West Marshall High School should add to its curriculum?
19. What has been the most difficult problem you have had to meet since graduation from high school?
- | | |
|------------------------------|-----------------------------------|
| _____ Getting a job | _____ Adjusting to marriage |
| _____ Holding a job | _____ Further education |
| _____ Making friends | _____ Moral and spiritual matters |
| _____ Military service | _____ Money matters |
| _____ Boy-girl relationships | _____ Other _____ |
20. To what extent has the counseling you received in high school been helpful to you?
- | | |
|-------------------------|---------------------------------|
| _____ Extremely helpful | _____ Not helpful at all |
| _____ Somewhat helpful | _____ Didn't have any in school |
| _____ Very little help | |
21. Do you think you would be in a different occupation or educational program if you had received more effective guidance and counseling in high school?
- _____ Yes _____ No
22. Please indicate by a check mark the amount of assistance you received in the following areas from the guidance counselors and teachers while in high school.
- | | <u>Little</u> | <u>or Some</u> | <u>Considerable</u> |
|--|---------------|----------------|---------------------|
| | <u>None</u> | | |
| Selecting courses | _____ | _____ | _____ |
| Interpretation of tests | _____ | _____ | _____ |
| Occupational information,
job facts, etc. | _____ | _____ | _____ |
| Personal problems | _____ | _____ | _____ |
| College information | _____ | _____ | _____ |
| Knowing yourself better | _____ | _____ | _____ |
| Scholarship information | _____ | _____ | _____ |
| Other _____ | _____ | _____ | _____ |
- *23. If you had the opportunity to start high school again, what would you do that you didn't do before?
- *24. What changes in courses or activities in the West Marshall program do you feel would help the school better prepare other students? (Please use other side if needed.)

*More space was allowed for items 18, 23, and 24 on the actual questionnaire mailed to the graduates.